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ABSTRACT

The document consists of a brief project report, copies of program publicity and related correspondence, and one of the nine learning packets developed for use in the program. The purpose of the project was to develop guidelines for planning, conducting, managing, and evaluating a simulation program for teaching the skills and competencies required for employment in the clothing and textile industry. Through individualized study packets and a community survey, the students acquired information about job opportunities in the clothing field. Certain basic skills were developed by the students in the course of the program, and positive work attitudes and habits were fostered. The program consisted of three phases. In the first phase, self-contained learning packets instructed students in very basic skills and permitted extensive skill attainment, providing them with specialized interests and an opportunity to concentrate on one area. A simulated laboratory was operated in the second phase with all students participating in the various roles needed for occupational garmentmaking services. The third phase provided on-the-job training in local businesses for 12th grade students with the adequate skills and competencies. A followup study conducted after one year of employment indicated a third of the students who had completed the program were employed in a related field. A 12-page sample learning packet on drapery construction is included. (NJ)

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FINAL REPORT

Career Education in Home Economics

A World of Fashion Course for Fashion Career-Oriented Students

by

Mrs. Lou Ann Pew, Instructor
World of Fashion

Conway Public Schools
Area Career Center
Conway, Arkansas
in cooperation with
Arkansas State Department of Education
Little Rock, Arkansas

CE 005 839

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June, 1975

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FINAL REPORT

There is a need for occupational home economics curriculum materials to aid teachers in changing and redirecting the traditional clothing program to gainful employment programs. The purpose of the World of Fashion project, was to develop guidelines for planning, conducting, managing and evaluating an innovative simulation program for teaching the competencies and skills for employment in the clothing and textile industry.

The underlying objectives which served to guide the development of the World of Fashion project were as follows:

1. Provide orientation and increase occupational awareness of the various job opportunities related to the fashion industry.
2. Develop positive attitudes, work habits and characteristics that reflect personal qualities needed for successful employment in the fashion industry.
3. Acquire extensive knowledges, competencies and skills in needletrade and needlecraft to enable students to reach a proficiency level for employment in business and industry related to the fashion industry.
4. Survey local business and industry to determine job opportunities and job competencies related to the fashion industry.
5. Serve as a demonstration center for preservice training of home economics students to broaden their home economics programs.
6. Provide adult education opportunities in the fashion industry that may satisfy both vocational and avocational needs of the school patrons.

The guidelines for the program incorporated three phases during the first year that were sequentalized to enable students to enter the program in one phase and move through the program or concentrate their study into specialized areas. These three phases were proposed:

Phase I. Area Learning Stations. Learning stations were developed in all occupational areas that were determined feasible which represents the local fashion industry occupations. Students were expected to familiarize themselves in these areas through self-contained individualized learning packets developed for each learning station that is identified in the project. The learning packets are based on instruction sheets for hands-on exploratory experiences with evaluation methods and techniques to determine the level of proficiency attained by the student.

The learning packets instructed students in the very basic skills and at the same time permited extensive skill attainment that provided students with specialized interests and an opportunity to concentrate on one area of skill development.

Examples of the learning stations included: tailoring, machine care, pattern making, drapery construction, garment construction, alterations, weaving, textile design, and needlecraft.

Students gained experience in mass production techniques through special projects related to the learning stations. For example, the shop instructor "contracted" to have shop aprons made. Students were organized into designers, pattern makers, cutters, supervisors, foreman, machine stitchers, hand stitchers, finishers, etc. based on using assembly line techniques. Many such projects were incorporated into the program to help students gain additional experiences related to an industry-oriented method of construction.

In addition to skill development, special units were developed and taught to provide career awareness of the various employment opportunities found in the fashion industry. Career awareness was taught through employer interviews, field trips, resource people, student research activities, and individual projects designed to provide indepth understanding of the employment fields open in the fashion industry. Since proper attitudes are essential to successful employment, special emphasis was given to the development of positive attitudes toward work and work-habits. Personal qualities and characteristics were stressed throughout the project using bulletin boards, role play and counseling techniques as needed.

Phase II. Simulation Program. A second phase of the project was to develop a simulated laboratory to provide students an opportunity for gainful employment through assigned construction activities related to study units. For example if students were studying children's clothing, parents might wish to "employ" a student to make an article of clothing for a child; or if studying alterations, parents and adults brought garments that needed altering. The teacher assigned students to clothing construction activities based on the known proficiency level of the student in relation to needs of the construction order requested by the parent or adult. Through an organized procedure the teacher received work orders, determined the cost and made work assignments.

The simulated laboratory was operated in a business-like manner with all students participating in the various roles needed for occupational garmentmaking services.

Phase III. On-The-Job-Training. During the second year of the project it was expected that students in the twelfth grade would have adequate skills and competencies to be employed in occupations related to the local fashion industry. Extensive efforts through a local survey and personal contacts were made to solicit the support of local business and industry to provide training stations. A community survey was conducted to determine employment opportunities, work responsibilities and equipment used in order to incorporate the findings of the survey into the regular curriculum. The project director served as the coordinator of the students employed in the training stations and supervised the students in addition to providing related instruction for job needs in the classroom.

During the first year, it is likely that all students will participate in phase one and two. The second year, the tenth grade students would likely concentrate on phase I; the eleventh grade students on phase II; and the twelfth grade students on phase III. However, phase I, II, and III, represent a proficiency level more than a grade level; thus, phase I is considered the entry level for the program while phase III is designed for students who have acquired saleable skills. The program design allows for sufficient flexibility to enable a student to enter the program at any grade level and move through the program to the extent which individual interests and abilities permit.

An added dimension of the program was to provide adult education opportunities related to the fashion industry to satisfy both vocational and avocational needs of the adults served by the school. During special interest units, adults were invited to participate in the day program; however, night programs were also offered.

The project evaluation was a continuous process throughout the two-year program with significant findings reported in the quarterly progress reports.

A group of qualified persons have evaluated the program periodically from the standpoint of planning, conducting and managing.

Data has been collected and analyzed in terms of the procedures used to achieve the objectives.

A follow-up study was conducted after one year of employment of those students who completed the program. Approximately one third of the students who graduated from this program were working in a related field. Interviews with employers have revealed that the students with this background have accepted responsibility, good job performance, appropriate job etiquette, and job promotions have been made in many instances.

Teacher prepared evaluation sheets in each area learning station packet were completed by students to determine the proficiency level at which certain skills and competencies were performed.

Parents and adults who participated in the garment making services were asked to complete questionaires to help determine such things as customer satisfaction and saleable proficiency of the student garment maker. Questionaires were also used by preservice teachers to help determine the effectiveness of the World of Fashion project. The preservice teachers rated the program very high in employability after completion of the program.

Approximately fifty adults have participated in the adult program of World of Fashion. The adults rated the program high and have shown a great deal of interest in future programs of this type.

A slide presentation was organized and used as a program for civic organizations, higher education agencies, and groups interested in strengthening the home economics curriculum through the World of Fashion as an occupational program. The slide presentation was specifically used as a program for:

Lions Club
Optimist Club
20th Centruy Club
Baptist Church Group
Methodist Church Group
Curriculum Fair by State Department of Education
National AVA Convention in New Orleans.

Copies of some of the publicity are being included to help explain some of the activities. Also, a copy of a learning packet that has been used in the program is included. This is one of nine learning packets.

CHOIR ROBES COMPLETED—Laura Ledbetter puts the finishing touches on a choir robe worn by Mrs. Gregory Selig. Mrs. Fay Pugh is in the center. Mrs. Pugh's home economics class at Conway High School made 36 costumes which will be used by First Baptist Church sanctuary choir at its Christmas musical. The musical is set for 8 p.m. Sunday, Dec. 16, at Waldran Auditorium at State College of Arkansas. The class was honored at a luncheon given Tuesday by the members of the choir. (Frank Moix Photo).

Mrs. Pew Talks At Nat'l Convention

Mrs. James F. Pew, teacher at CHS, appeared on the program of the National Association of Vocational Home Economics Teachers at the American Vocational Association convention in New Orleans December 7-10. Her topic for a speech and slide presentation was "World of Fashion," which is a part of Conway High School's occupational home economics program.

Mrs. Pew was chosen to appear before the convention because of her pilot program which is of interest to other home economics teachers.

This innovative program, the only one of its type in Arkansas, was begun as a joint effort by the State Department of Education and Conway High School and was based on the needs of this area.

Mrs. Pew and her husband, who is director of the Area Careers Center attended this 68th convention. The theme for the convention was "Vocational Education for Productive Careers", which was particularly timely due to the President's recent affirmation of the importance of vocational education to our nation's productivity.

Crochet techniques taught at Conway High

Mrs. Alice Dillaha of Greenbrier taught a course of crochet techniques for the first two weeks of the spring semester at the clothing lab classes at the Conway High School Careers Center.

Students enrolled in the World of Fashion classes made purses to sell during November and December. They sold 45 purses for a profit of $90. The money will be used to restock supplies during the school year.

Mrs. Lou Ann Pew is teacher for the World of Fashion classes.

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January 2, 1975

Mrs. Lou Ann Pew
Conway High School
Conway, AR 72032

Dear Lou Ann:

Permit me to take this opportunity to express the sincere appreciation of the National Association of Vocational Home Economics Teachers for the message you brought during the Laignippe Session at the recent AVA meeting in New Orleans. You did a great job in spite of being rushed for time.

Again thanks for being on our program. It is leaders like you that contribute to the progress of our profession.

Do hope you had a nice Christmas and may the New Year bring "you and yours" much happiness.

Sincerely,

Lucy

(Mrs) Lucy K. Lilly
1974 President, NAVHET

pr

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January 4, 1975

Ms. Lou Ann Pew
Conway High School
Conway, Arkansas 72032

Dear Ms. Pew:

A very warm and sincere "thanks" for your participation in the NAVHET program in New Orleans. Your time, efforts and contribution in your speciality area is greatly appreciated by the officers, chairwomen and program committee in helping make the convention program a success.

Best wishes for a successful and rewarding year.

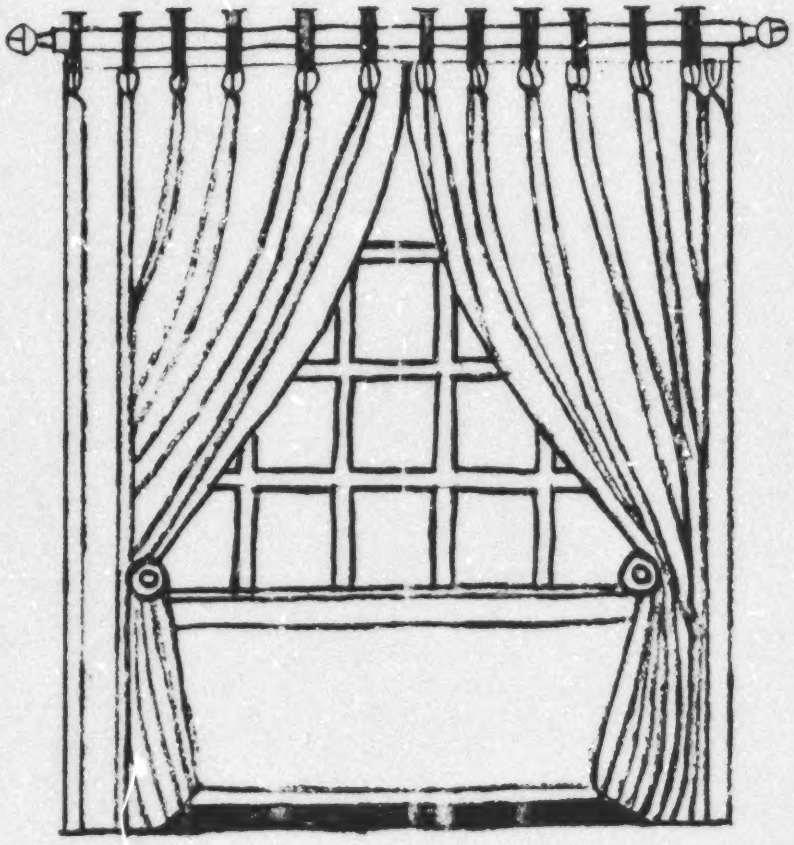
Sincerely yours,

Betty Stephenson

Betty Stephenson
President, NAVHET

AN AFFILIATE OF THE AMERICAN VOCATIONAL ASSOCIATION

DRAPERY



CONSTRUCTION

DRAPERY CONSTRUCTION

PACKET OUTLINE

Outline

Introduction

Objectives

Activities

Teaching Content

1. Terms
2. Sewing Equipment Needed
3. Pleats
4. Basic Steps in Construction of Draperies

Test

References:

Craig, Hazel Thompson and Rush, Ola Day, HOMES WITH CHARACTER. Boston: C. C. Heath and Co., 1966.

Morton, Ruth; Hilda Geuther, and Virginia Gutherie, THE HOME IT'S FURNISHINGS AND EQUIPMENT. New York: McGraw-Hill Book Co., 1970.

CLOTHING AND HOME FURNISHINGS SERVICE GUIDE. Florida State Department of Education.

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Home Decoration, Selecting Fabrics (Set 2). McGraw-Hill Films.

Prepared by

Mrs. Lou Ann Pew, Instructor
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Conway, Arkansas

DRAPERY CONSTRUCTION

INTRODUCTION

Almost nothing does more for a room than the proper window treatment. Beautiful pictures may be hanging on the walls and heirloom furniture may abound, but the room is cheerless. Footsteps sound hollow and window glass panes look like gaping holes. But as soon as something is done to the windows, the room takes on a "lived in" look.

Window treatments can do more than just dress the window. They can help make the room look longer or shorter, larger or smaller, and the ceiling higher or lower. Also, they can add heighth or width, or cover an unwanted window altogether. Window treatments can set the color scheme for the room or whole house and should always carry out the general feeling of the rest of the furnishings - whether they be formal, informal, modern or traditional. The fabric used in making draperies play an important part in carrying out either a formal or an informal decor.

With your choice of fabric, your sewing machine and your basic skills learned in dressmaking you can produce curtains or draperies which will be right for your house.

DRAPERY CONSTRUCTION

OBJECTIVES

1. Become familiar with decorating terms for drapery construction.
2. Become familiar with various types of drapery hanging hardware.
3. Be able to identify the parts of a window structure and accurately measure.
4. Know the sewing equipment needed for drapery construction.
5. Develop skills in the construction of draperies through the application of necessary techniques.
6. Learn methods of "relaxing" fabric.

DRAPERY CONSTRUCTION

ACTIVITIES

1. Experiment with different methods of relaxing fabric.

2. Demonstrate ability to make various types of pleats on small pieces of fabric.

3. Take a field trip to a fabric store with a large selection of drapery fabrics and hardware.

4. Using given measurements determine amount of fabric needed for making draperies.

5. Demonstrate techniques for drapery construction by means of construction and evaluation.

DRAPERY CONSTRUCTION

TERMS

Casing	The space through which the rod is slipped on a curtain, or the frame of a window.
Cornice	Usually ornamental; may be made of metal, glass, wallboard, or wood. When made of wallboard or wood, cornices may be covered with the smae fabric used for the draperies.
Heading	The top of the drapery extending above the rod. Different types of headings are: shirring, flat or knife pleats, cartridge pleats, French pleats.
Jabots or Cascades	The cascading pieces of material which should hang on either side of a swag valance.
Swag	A garland shaped valance.
Tie-backs	Tie-backs are made of fabric, metal or plastic to hold draperies back from the window.
Valance	The material used to make upper section of the drapery more decorative; may extend on a rod in space between the pair of draperies, or be attached to a separate rod extending beyond the drapery rod.
Rod	A rod can be flat or round, one section is slightly narrower than the other and is therefore adjustable.
Traverse Rod	A traverse rod is mechanical, with pulley slides and connecting cords.
Return	The depth of the extension of the drapery from the wall.
Elbow	The curve in the rod, forming the return.
Pole	Made of glass, wood, metal or bamboo and used in place of a rod.
Weights	Small pieces of heavy metal used to hold the corners of draperies down. Weighted tapes are another type of weight.

DRAPERY CONSTRUCTION TERMS (cont'd)

Valance Pleaters	Usually plastic, holds straight pieces of fabric in a swag and allows the rest of the fabric to fall in cascades or straight hanging draperies. Using this device, hemming the fabric is all that is necessary.
Drapery Pins	Inserted in back of stiffened heading to furnish means of hanging draperies. Pins fit into rings or other devises slipped on the rod or which are a part of the rod.

SEWING EQUIPMENT NEEDED FOR DRAPERY CONSTRUCTION

1. Scissors
2. Hem gauge
3. Pin cushion
4. Pins
5. Measuring equipment (tape, yard stick and ruler)
6. Iron
7. Ironing board
8. Sewing machine
9. Matching thread
10. Fabric
11. Lining
12. Weights
13. Heading or drapery pins

DRAPERY PLEATS

Decide on the amount of material to be used in each pleat.. It may vary from 3 to 4 inches. For the purpose of the following information, assume the amount to be 3½ inches.

KNIFE PLEATS OR FLAT PLEATS: The first pleat in a hanging should come 3 inches from the front edge. On the heading, measure off3 inches, and mark by pins or chalk. Measure 3½ inches beyond this mark. Extend this measurement vertically from the top to the bottom of the heading. Fold the 3½ inches in half so that you have a lengthwise pleat measuring 1 3/4 inches in width. Pin and stitch its length from top to bottom of heading. You now have a knife pleat.

BOX PLEAT: Using the same measurements and having made the stitching, fold the pleat under at two sides so that the flat top of the pleat maasures 1 3/4 inches. Each half folded under is ½ of that top measurement, or 7/8 inch. Catch the inner top edge of folds to the heading. Catch at the base of the heading also.

FRENCH OF PINCH PLEATS: Fold or pinch the original pleat (3½ inches) into three equal parts. Crease heavily. Fasten the pleats together at their base, which is the bottom of the heading. Use heavy thread and firm over-and-over stitches. Let the center pleat flare at the top. The pleating is not done continuously across the top but is planned with plain spaces between each flat or box pleat or group of French pleats.

CARTRIDGE PLEATS: These are small pleats grouped or extending continuously across the width of the hanging. Each one is stitched. A wooden dowel or skewer or heavy roll of cord is cut the heading depth and inserted in each pleat to give it a rounded appearance. These aids are removed before hanging is laundered or cleaned.

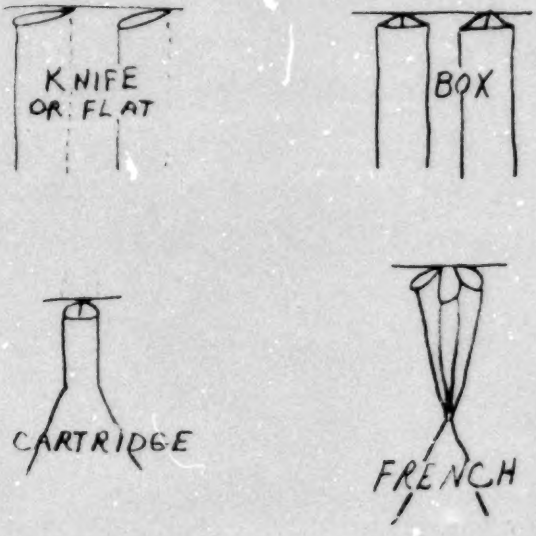
It is customary to allow 3 inches of plain or unpleated space at the front edge of a drapery, and 3 to 5 inches plain space at the back edge of the drapery. Three inches is used when the rod has no elbow and return. Should that return measure 2 inches (as it usually does), then that 2 inches is left plain. Adding the 2 inches to the 3 inches which corresponds to the plain space at the front edge of the hanging we allow 5 inches plain space at the back edge of the drapery.

It is never wise to have a group of pleats come at the elbow of the rod. The hanging does not hang gracefully when this is done.

In a drapery made from 50-inch material, there are usually five pleats (may be seven); in 31 to 36-inch material, three to four pleats. The usual amount of material put into a pleat is somewhere between 3 and 4 inches. It is seldom wise to use more.

Multiply the amount of material used in each pleat by the number of pleats. Add the plain space allowance at front and back edges of drapery and the problem of figuring the amount of plain space to be left between pleats becomes one of arithmetic.

Subtract the known amounts from the hemmed width of the drapery. Divide that difference into the number of spaces that will be found between the pleats. Result is the measuremtnt of those spaces.



BASIC STEPS IN DRAPERY CONSTRUCTION

1. Measure the area to be covered - length and width.
2. Install rod.
3. Arrange work area and have all equipment and supplies ready.
4. Check fabric grain and straighten if necessary.
5. Cut panel lengths and trim selvages.
6. Hem.
7. Prepare lining.
8. Attach lining and turn.
9. Stiffen the heading.
10. Make pleats.
11. Insert weights.
12. Press.

TEST

DRAPERY CONSTRUCTION

A. Complete the following sentences by filling in the blanks.

1. A _____ is extra fabric above the casing.

2. To determine if the fabric is true to grain, it must be torn or cut on the _____ grain from selvage to selvage.

3. A _____ gauge is used to set in a hem.

4. The two lengthwise finished edges on all woven fabric is called_____.

5. _____ finishing is used to finish the raw edges of facings and hems.

B. List and explain three methods of relaxing fabric.

1.

2.

3.

C. Define the following terms:

1. Rod

2. Traverse rod

3. Return

4. Weights

5. Elbow

6. Valance

7. Drapery pins

8. Tie-backs

D. List four types of pleats.

1.

2.

3.

4.

E. In your own words, complete the following statements.

1. The advantages of lined draperies as compared to unlined draperies are

2. Accurate measuring is necessary in drapery making because

3. In selecting fabric for draperies, it is important to consider the overall decor of the room because